DOCUMENT RESUME

ED 121 677 CS 002 507

AUTHOR Logan, Juanita
TITLE Reading Improvement Program, Title I Evaluation, 1974-1975.
INSTITUTION Cleveland Public Schools, Ohio. Div. of Research and Development.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Feb 76
NOTE 57p.; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Disadvantaged Youth; Expenditure Per Student; Primary Grades; *Program Evaluation; *Reading Achievement; *Reading Instruction; *Reading Programs; Reading Research
IDENTIFIERS Elementary Secondary Education Act Title I; ESEA Title I; Ohio (Cleveland)

ABSTRACT

This report contains an evaluation of the reading improvement program in the primary grades in Cleveland, Ohio, which attempts to provide specialized reading instruction and support for disadvantaged pupils at a time deemed critical in their school experience. The project utilizes the services of a reading consultant, master teachers, and educational assistants who furnish individual and small group instruction on a daily basis. Project services during the 1974-75 school year were provided to a total of 1,756 pupils in grades one, two, and three in 32 public and five non-public schools. Per pupil cost of the project (less custodial costs) was approximately $452.87 beyond the general fund per pupil cost of $221.29 for reading instruction. Some of the evaluation findings of the 1974-75 school year show that approximately 63.7 percent of second grade pupils and 68.3 percent of third grade pupils gained one month in reading for one month of instruction and that posttest status for a sample of first grade pupils revealed standings from four months to twenty-two months beyond the nine month standing for first grade pupils with average reading abilities. (RKM)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

CS

ED120677

# READING IMPROVEMENT PROGRAM

# TITLE I EVALUATION
# 1974-1975

Fund 58 - Component 4

Prepared by

Juanita Logan
Research Associate

Typed by
Ruth M. Miles

Margaret Fleming
Director

**2**

Cleveland Public Schools

DIVISION OF RESEARCH AND DEVELOPMENT

February, 1976

BEST AVAILABLE COPY

CS 024 527

CLEVELAND PUBLIC SCHOOLS

READING IMPROVEMENT

## I. INTRODUCTION

### Needs and Rationale

Schools serving areas where unemployment figures are highest see greater concentration of disadvantaged children from homes where low literacy levels and economic deprivation exist. The prime challenge for teachers is that of implementing instructional strategies and adjusting reading materials to stimulate in pupils the desire to strengthen reading power. Population transiency and accompanying adjustments face many pupils at a time when the acquisition of reading skills, needed for school success are being developed. The Reading Improvement Program represents an attempt to provide specialized reading instruction and support for disadvantaged pupils at a time deemed critical in their school experience--the primary grades.

The project operates in a framework which utilizes the services of a reading consultant. It serves children who have been identified by their classroom teachers and school principals as experiencing difficulties in the mastery of reading. It provides master teachers and educational assistants to furnish individual and small group instruction on a daily basis. The philosophy of the project is underlined with the conviction that reading is the key to educational and vocational opportunities, which are the rights of every child.

Program procedures utilize certain key components as;

. diagnosis of pupil reading needs

- individual and small group instruction on a daily basis
- wide-range alternative instructional techniques
- variety in reading materials
- feedback to classroom teachers
- parent involvement
- services of a master reading teacher
- services of an educational aide

Historical Background

The project was funded initially under an Office of Economic Opportunity grant in 1965, which provided part-time services. It was indicated that greater concentration, rather than dispersion of service was required, if an impact on reading performance were to be achieved.

Services were focused at 20 public and five non-public schools with the highest concentrations of educationally disadvantaged pupils. The program was transferred to Title I funding in February, 1967. At this time, an important redirection in services involved the transfer of certain in-service components, such as demonstration teaching and consultation for classroom teachers, to other funding sources which provided projects tangent to the Reading Instruction Program. In keeping with the spirit of Title I legislation, activities centered primarily on services to disadvantaged children.

Summary of Operations

Project services during the 1974-1975 school year were provided to a total of 1,756 pupils in grades one, two and three in 32 public and 5 non-public schools, identified as eligible for Title I services, based on the June, 1975 census. Total staff needed for the program included 34 full-

time consultants, one coordinator, and 26 educational assistants, in addition to clerical staff.

Total expenditures for the project were $795,233 for the regular school year, excluding custodial costs. Cost data indicated a per pupil cost of approximately $452.87, based on a service rate of 1,756 pupils. During that current period of operation, per pupil expenditure for instruction in the elementary grades of the Cleveland Public Schools totaled $614.68*. Approximately thirty-six per cent of total instruction time is devoted to reading in the primary grades. Cost of the instructional time alloted to reading was approximately $221.29 in these grades.

Per pupil cost of the project (less custodial costs) was approximately $452.87 beyond the general fund per pupil cost of $221.29 for reading instruction.

The program year closed with service to 37 schools.

Questions To Be Answered By Evaluation

This evaluation focuses on the services of the Reading Instruction Program provided during the 1974-75 school year. It draws substantially on information from the 1969-75 reports to provide a study of the longitudinal effects of the project. The evaluation considered answers to the following questions which would provide an assessment of the project's services with its participants.

Objectives were:

1. Participating pupils will reflect one month of gain in reading performance for one month of instruction;

* General Fund - Per Pupil Educational Expenditures

2. Consultants will establish contact with 50 per cent of classroom teachers in the process of coordinating follow-up for pupils in the classrooms;

3. Teachers will rate 50 per cent of participants as being able to use the usual classroom materials half of the time;

4. Not less than 50 per cent of parents will report improvement in their children's reading on a five-point scale;

5. The support of parents will be solicited to the extent that 50 per cent of parents of participants will report having supported their children's efforts in reading, in the parent questionnaire.

Questions to be answered by evaluation will center around:

1. How many children gained one month of reading performance for one month of instruction?

2. How did teachers and parents perceive the reading performance of pupils receiving service?

3. What were opinions of school staffs and parents about the strengths and weaknesses of the program?

4. What was the degree of parental involvement in the program?

## II. HIGHLIGHTS OF FINDINGS

### Summary of Key Findings

Evaluation findings suggest that the services of the Reading Improvement program were conducive to the improvement of the reading performances of referred pupils in grades one, two and three of participating Cleveland schools. The project served 32 public and five non-public schools and involved a total of 1,756 pupils. Cost data for the project revealed a per pupil expenditure of $452.87 based upon a total expenditure of $795,233 during the regular school year.

The results showed:

1. Approximately 63.1 per cent of second grade pupils and 68.3 per cent of third grade pupils gained one month in reading for one month of instruction, based upon a comparison of pre and post test standardized reading test scores for a randomly selected sample of pupils.

2. Posttest status for a sample of first grade pupils revealed standings from four months to twenty-two months beyond the nine month standing for first grade pupils with average reading abilities at the end of the nine months of formal reading during first grade.

TABLE 1

GATES-MACGINITIE READING TESTS
PER CENT OF PUPILS WITH GAINS
OF ONE MONTH FOR ONE MONTH OF
INSTRUCTION

Primary A Form 1
Primary B and C Form 2
Comprehension
N=225

| Grade | N | PER CENT | |
|---|---|---|---|
| | | Eligible For Project | Gained One Month For One Month of Service |
| 1 | 59 | 100.0 | 100.0 |
| 2 | 60 | 100.0 | 63.1 |
| 3 | 104 | 100.0 | 68.3 |

3. Scholastic aptitude scores for the groups placed pupils in the low-average range in terms of potential. Median scores for the group were 81.30 (first grade), 84.63 (second grade) and 78.63 (third grade).

4. Teachers ranked the majority of participants in the middle one-fifth of their classes in recognizing consonant sounds and vowel sounds, identifying sight words for grade level, pronouncing words at grade level, reading orally without undue frustration, all comprehension skills except drawing conclusions from facts or statement. In this category, the majority of pupils were ranked in the second lowest fifth in relation to other children in the class.

5. Teachers reported more purposeful use of classroom materials by 70 per cent of a sample of 147 pupils from "sometimes" to "always".

6. Parents continued to praise project efforts with their children. They cited greater enjoyment of reading, more concentration on reading, improved utilization of reading skills, increased ability to understand what is read and pride in reading, as indicators of their childs' improvement in reading.

7. The longitudinal study involved a sample of 59 fourth grade pupils who had participated in the project during their third year at their present school. This sample of pupils had taken the Comprehensive Tests of Basic Skills, Level 3, Form Q as third graders and Level 4, Form Q, of this test in the fourth grade. It was found that 33.9 per cent of this sample of pupils maintained the same stanine status from third to fourth grade points of testing, while 13.6 per cent increased their stanine status on the more difficult fourth grade test.

Implications and Recommendations

Evaluation findings, including test data, opinionnaires, and observation suggested the Reading Improvement program continued to strive toward its goals and objectives. Evaluation findings suggest:

- continuation of the Reading Improvement program in the primary grades of Cleveland schools

- comprehension skills remain an area for continued emphasis

- project parent involvement efforts reflected mounting success in that an increase in the number of parents, with whom the project had contact, increased over those reported in the 1973-74 evaluation.

## III. PROJECT CHARACTERISTICS

### Participant Characteristics

Enrollment data for the project indicated that a total of 1,756 pupils participated in the program. Pupils were distributed across the following grade levels:

Table 2. PROJECT ENROLLMENT

| Grade | Public | | | | | Non-Public | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | % | Girls | % | Total | Boys | % | Girls | % | Total |
| 1 | 127 | 61.7% | 79 | 38.3% | 206 | 18 | 62.1% | 11 | 37.9% | 29 |
| 2 | 350 | 58.6% | 247 | 41.4% | 597 | 14 | 58.3 | 10 | 41.7% | 24 |
| 3 | 492 | 56.4% | 381 | 43.6% | 873 | 18 | 66.6% | 9 | 33.3% | 27 |
| Total | 969 | 57.8% | 707 | 42.2% | 1676 | 50 | 62.3% | 30 | 37.7% | 80 |

Approximately 58 per cent of the total pupil enrollment were boys. Enrollment was distributed among the three grade levels with approximately 51.3 per cent third graders, 35.4 per cent second graders and 13.4 per cent first graders. Boys accounted for 57.8 per cent of project enrollment in the public schools and 62.5 per cent in the non-public schools. Girls represented 42.2 per cent of the pupil count in public and 37.5 per cent in non-public schools.

Average scholastic aptitude scores from the pupil groups, which were obtained from the Cognitive Abilities Test, Primary I and II revealed scores for pupils in the below-average range at all grade levels. Average scores included:

TABLE 3

MEDIAN SCHOLASTIC APTITUDE RESULTS
1974-1975
COGNITIVE ABILITIES TEST*
Primary I, Form 1 - Grade 1
Primary II, Form 1 - Grades 2 & 3

| Group | Boys | Girls | Summary |
|---|---|---|---|
| Grade 1 | 82.28 | 80.44 | 81.36 |
| Grade 2 | 87.00 | 81.07 | 84.03 |
| Grade 3 | 80.75 | 76.50 | 78.63 |

It was evident in Table IV that the majority of pupils were in the below-average range of scholastic aptitude according to scores from the Cognitive Abilities Test, administered at the time of entry into the program.

Median ages for the respective grades were from six to 11 months overage for grade placement. Chronological age distributions for each grade were:

TABLE 4

MEDIAN CHRONOLOGICAL AGES
BY GRADE*

| Grade | Range of Ages | Median Age |
|---|---|---|
| 1 | 5-9 to 7-8 | 6-6 |
| 2 | 7-0 to 9-7 | 7-6 |
| 3 | 8-3 to 10-10 | 8-11 |

* Based upon evaluation sample of 223 pupils

According to project criteria, pupils recommended by classroom teachers must meet the following criteria.

1. D or E status on the Metropolitan Reading Readiness Test.
2. At least five months below grade placement on a standardized reading test.

Project records were viewed to determine the per cent of pupils from the sample who were referred according to the specified criteria. The incidence of referral is summarized in Table 5.

TABLE 5

REASON FOR REFERRAL

| Referral Reason | Grade 1 | Grade 2 | Grade 3 |
|---|---|---|---|
| D or E Status on Reading Readiness Test | 88.1% | 0.0% | 0.0% |
| At least five months below grade placement | 11.9% | 100.0% | 100.0% |

It was evident that D and E status referrals concerned only first graders since the basis was the Metropolitan Reading Readiness test administered at the end of Kindergarten. Beyond that level maturation predicted the selection of pupils on the basis of below-grade level placement according to pupils' school records.

In addition, conference time for motivation and feedback of progress to pupils was a part of the daily schedule.

Consultants varied activities to keep pupil interest high, provided individualized and small group instruction with different approaches to stimulate reading growth. Materials of high interest level were used.

Consultants designed reading games, charts, worksheets, and illustrative materials in addition to utilizing the latest commercial materials and media.

Each consultant attempted to employ instructional strategies which would provide children successful experiences. On-going feedback to children was utilized to make them aware of progress. Generally, instruction sought to improve vocabulary, skill in following directions, mastery of sight words, grasp of vocabulary skills, and techniques in selecting main ideas augmented with emphasis on critical thinking.

In all target elementary schools served, sessions were scheduled in a room assigned to the consultant. The room was made available as an in-service resource center for primary grade teachers. Educational aides assisted consultants in record keeping, clerical tasks, and tutorial activities as well as supervising the arrival and departure of pupils in the reading center.

Records of 1,756 pupils who had received project assistance as of June, 1975 revealed 786 parental classroom visits, 506 individual conferences and an attendance of 137 parents of group meetings plus 16 home visits by consultants. Estimated total unduplicated involvement of parents was 1,013 in these activities.

Pupils placed in the program were scheduled in cadres of six to ten for 60 minutes of daily instruction, an average of five hours of instruction each week. Appendix I contains a summary of target schools and the number of pupils on the service list ending June, 1975. Of the 1,756 pupils assisted by the project, 80 were enrolled in non-public schools. Reading consultants met a total of 36 to 50 pupils each day.

Mobility rates ranged from 39 to 47 per cent for school participating in the Reading Improvement Program. The project adopted a policy of a second enrollment period in February as it had become evident over the years that many families in high mobility areas move between the latter part of December and the end of January. Pupil entries by month are presented in Table 6.

TABLE 6

PARTICIPANT ENTRIES BY MONTH
1974-1975

| Grade | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Total |
|---|---|---|---|---|---|---|---|---|
| 1 | 154 | 64 | 0 | 1 | 0 | 7 | 0 | 226 |
| 2 | 458 | 85 | 0 | 0 | 22 | 72 | 0 | 637 |
| 3 | 780 | 27 | 1 | 0 | 1 | 64 | 0 | 873 |
| Totals | 1392 | 176 | 1 | 1 | 23 | 164 | 0 | 1756 |

Consultants attempted to gear daily instruction to needs of pupils in the particular group. The general plan followed by consultants usually involved four types of pupil activity:

- warm-up sessions reinforcing previously taught skills
- skill presentation sessions
- oral and silent reading opportunities
- individual development sessions providing one-to-one tutoring, where appropriate.

Consultants discussed pupil strengths and weaknesses with parents and recommended procedures which might be adapted for home use in the reinforcement of the reading program and encouragement of pupil progress. Meetings featured demonstrations of reading techniques with children in

which parents could observe their children. Consultants shared suggestions for reading activities with parents and outlined the availability of library materials in the school and community.

The staff spent 346 hours in in-service activities ranging from local workshops to national conventions and reading institutes. A total of 32 persons spent 276 hours in coordinated teacher-teacher aide programs, conferences/workshops and out-of-school observations, while 34 persons participated in programs by local administration. The remaining hours of in-service included programs by local administration and participation in national conventions and reading conferences.

Project Operations

The project operated at 37 elementary schools in the 1974-75 school year. At the end of the year, the Reading Improvement Project had provided reading assistance to pupils in 33 public and five non-public elementary schools, utilizing a staff of 61 persons. Guided by the educational program manager, staff included a coordinator, 34 consultants and 26 teacher aides.

Pupils were identified on the basis of program criteria by teachers and principals of eligible target city schools. Pupils were assigned to service groups in the program according to greatest reading needs. The number of children eligible for participation was limited to pupils whose performance on the Metropolitan Reading Readiness test was D and E status or who were at least five months below placement on a standardized reading test. Pupils entered the program as space became available throughout the year.

Enrollment records for the program showed 1,756 pupils having received service as of the end of the 1974-75 school year. Following an

initial enrolment of 1,382 pupils in September, 1974. An additional 364 pupils were enrolled, highest enrollments occurring in October (174) and February (164).

## IV. EVALUATION

### Basic Design

The evaluation plan attempted to assess change in the reading performances of pupil receiving program services based upon individual versus self-comparison.

Date used for this evaluation included:

- scholastic aptitude scores
- enrollment figures
- attendance
- chronological age
- selection criteria
- vocabulary and comprehension test scores.

An effort was made to obtain observation of pupils' reading performances in the classroom from the classroom teacher's point of view. Classroom reading performance information in the form of reading marks, use of classroom reading materials and rank in the classroom, was obtained.

The second phase of the evaluation of changes in pupils' reading performances involved determination of the amount of gain compared with the number of months the pupil was a program participant.

The third phase of the evaluation centered on the status of reading performance of a sample of pupils who had been third grade Reading Improvement participants at one time and were fourth graders in 1974-1975. The purpose of this study was that of ascertaining to what extent these pupils had maintained their stanine placement which resulted at third grade city-wide testing, in their current grade level.

Input from parents in the form of their opinions about their child's reading progress and parent recommendations for the future were sought through questionnaires. Responses were received from 93 parents representing 77.5 per cent of a sample of 120 parents to whom opinionnaires were sent.

Main Findings

As established by the intent of the project, change in reading performance was compared for second and third grade pupils who had received the services of project reading consultants. The posttest status of first graders was recorded. Pupils admitted to the program were identified by classroom teachers and respective school principals. In this manner, 1,756 pupils in grades one, two and three became participants in the Reading Improvement Program. The evaluation sample of 223 randomly selected pupils profiles were studied. The sample population is presented in Table VIII.

SAMPLE POPULATION BY GRADE
N=222

| Grade | Sex | Total |
|---|---|---|
| 1 | Boys | 32 |
| | Girls | 27 |
| 2 | Boys | 28 |
| | Girls | 32 |
| 3 | Boys | 62 |
| | Girls | 42 |
| | | Total 223 |

It was evident at first and third grade levels, boys predominated. Enrollment of boys almost doubled from first to third grade with a slight

decrease at second grade. The enrollment of girls climbed slowly from first to third grade reflecting a 64.2 per cent increase. The increase in enrollment of boys reflected a 51.6 per cent.

This year's objective relative to reading performance change as observed through comparison of pretest and posttest scores from the Gates-MacGinitie Reading Tests, Primary B and C, Forms 1 and 2, stated;

> Participating pupils will reflect one month of gain in reading performance for one month of instruction.

It was determined that at the point of entry into the program, 100 per cent of pupils met eligibility requirements. Pupils' pretest scores showed the second grade sample of 60 pupils to have tested from five to nine months below reading level appropriate for their grade placement. According to the objective's criteria, the gain tally had to take into account the varying number of months individual pupils were participants during the 1974-75 school year. Attention is directed to Table .. in the Project Characteristics section of the evaluation. Periods of additional enrollment beyond September are reflected. The following table shows month of entry for pupils in the sample. Gains in reading performance were measured accordingly.

TABLE 7

MONTH OF ENTRY FOR PUPILS IN
THE EVALUATION SAMPLE
1974-1975
Grades Two and Three
N=164

| Grade | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May. | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 54 | 7 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 63 |
| 3 | 94 | 7 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 101 |
| Total | 148 | 14 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 164 |

Median scholastic aptitude scores* for the sample were 84.03 for second graders and 78.63 for third graders. These scores indicate that participants were below average in scholastic aptitude.

Pupils' ages ranged from 7-0 to 9-7 at second grade, and 8-3 at third grade. Median ages were 7-6, second grade, and 8-11, third grade.

Using a criteria of one month gain for one month of instruction, it was determined that 63.1 per cent of the second grade sample of 60 pupils and 68.3% of 104 pupils in the third grade sample gained one month in reading for one month's participation in the project. It may be interpreted that instructional services given by the Reading Improvement program had a definite impact on the reading performances of participating pupils during the 1974-1975 school year. Charts I and II present an overall view of the results based upon comparison between pretest and posttest results and number of months served.

A study of the means of standard scores revealed significant levels of differences between pretest and posttest comprehension scores for second and third graders. First grade scores were not compared as only post measurement was considered for pupils at this level. t's of 4.08, and 6.37 were determined significant at $p. \leq .0005$. Chart III presents the results.

*Reference Table I

CHART I

READING IMPROVEMENT PROGRAM

1974-1975

GRADE THREE

PRETEST AND POSTTEST STATUS

N = 104

COMPREHENSION SUBTEST

GATES MACGINITIE READING TEST

PRIMARY C, FORMS 1 AND 2

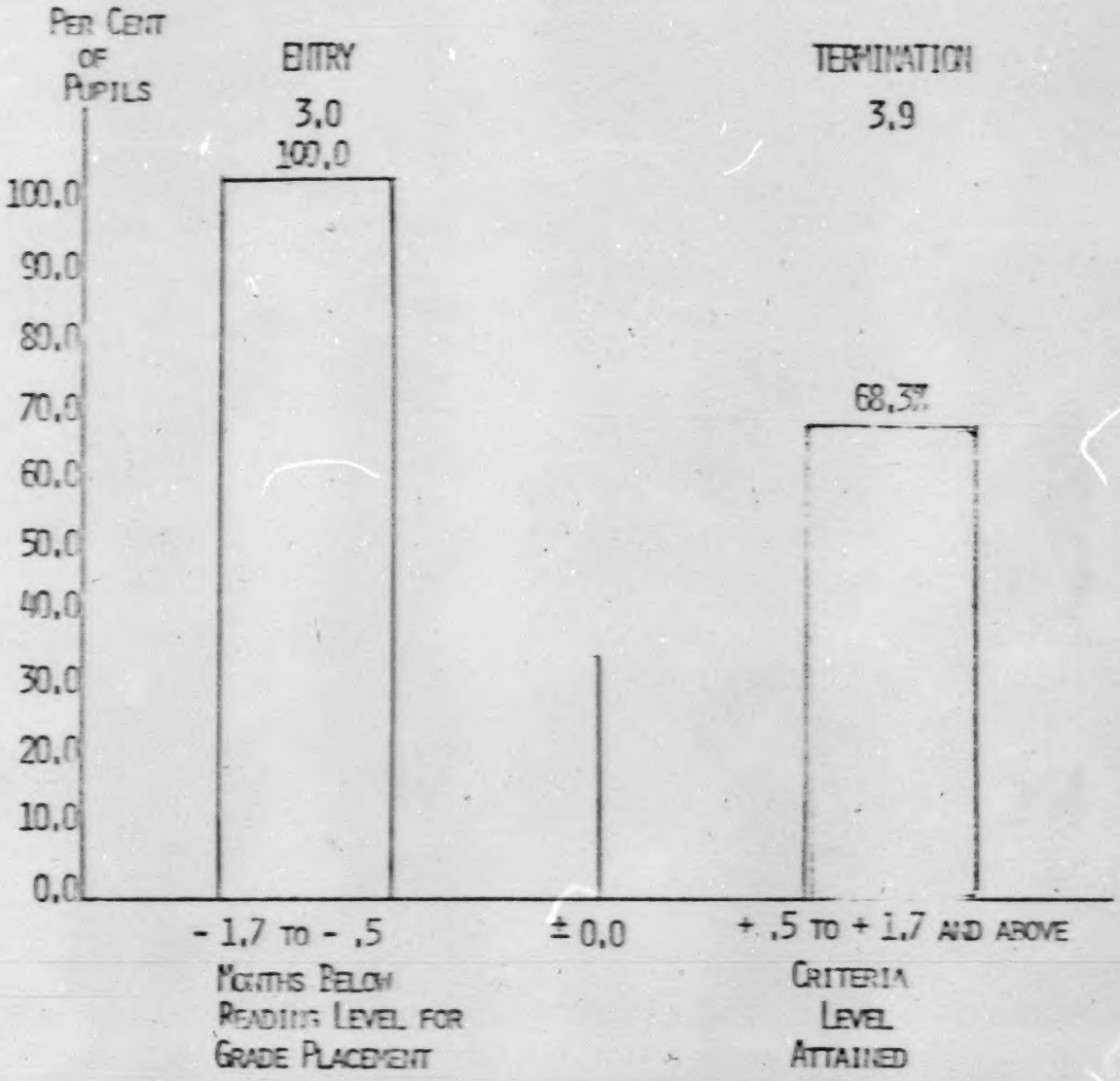


CHART II

READING IMPROVEMENT PROGRAM
1974-1975
GRADE TWO
PRETEST AND POSTTEST STATUS
N = 60
COMPREHENSION SUBTEST
PRIMARY B, FORMS 1 AND 2

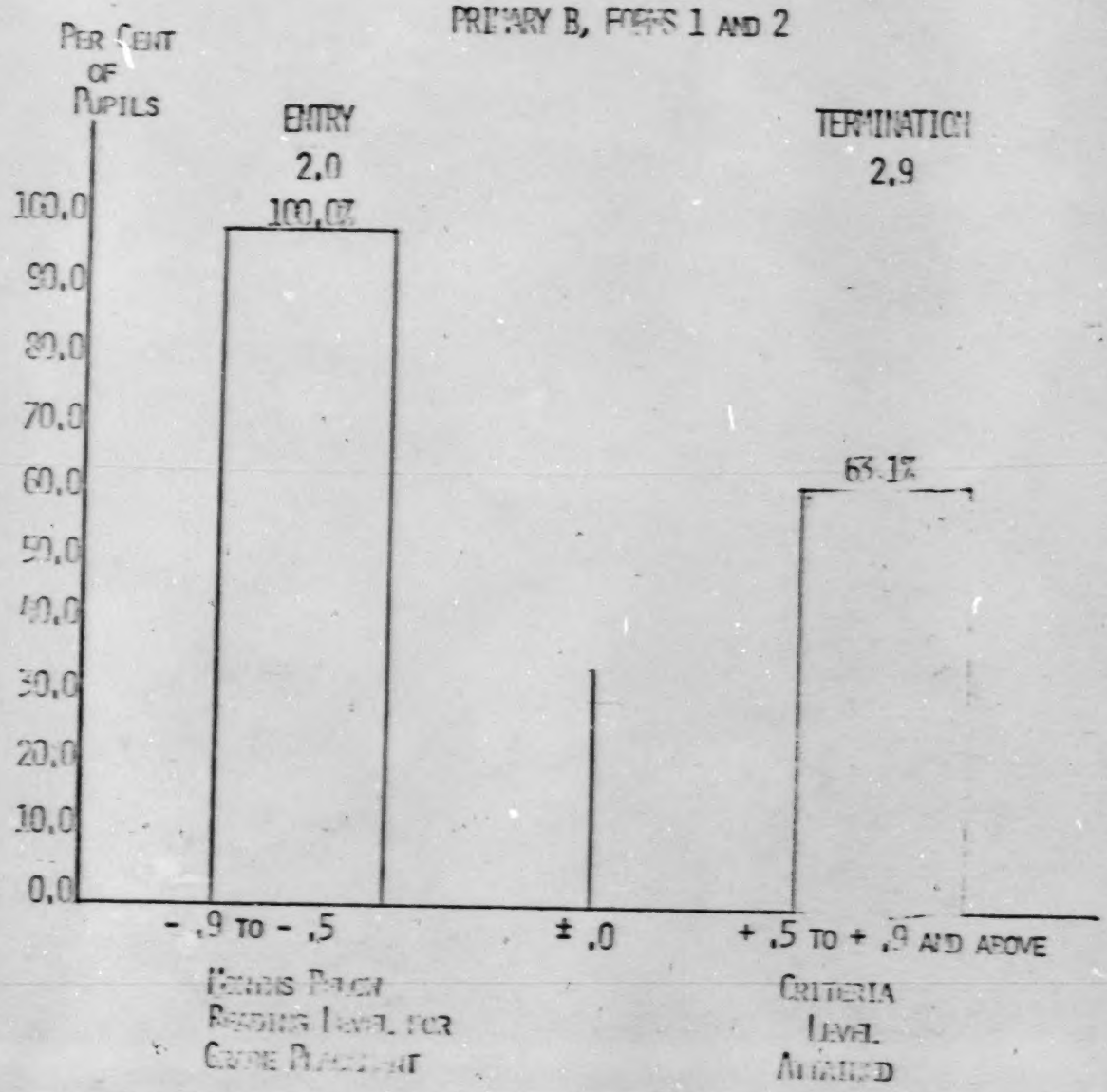
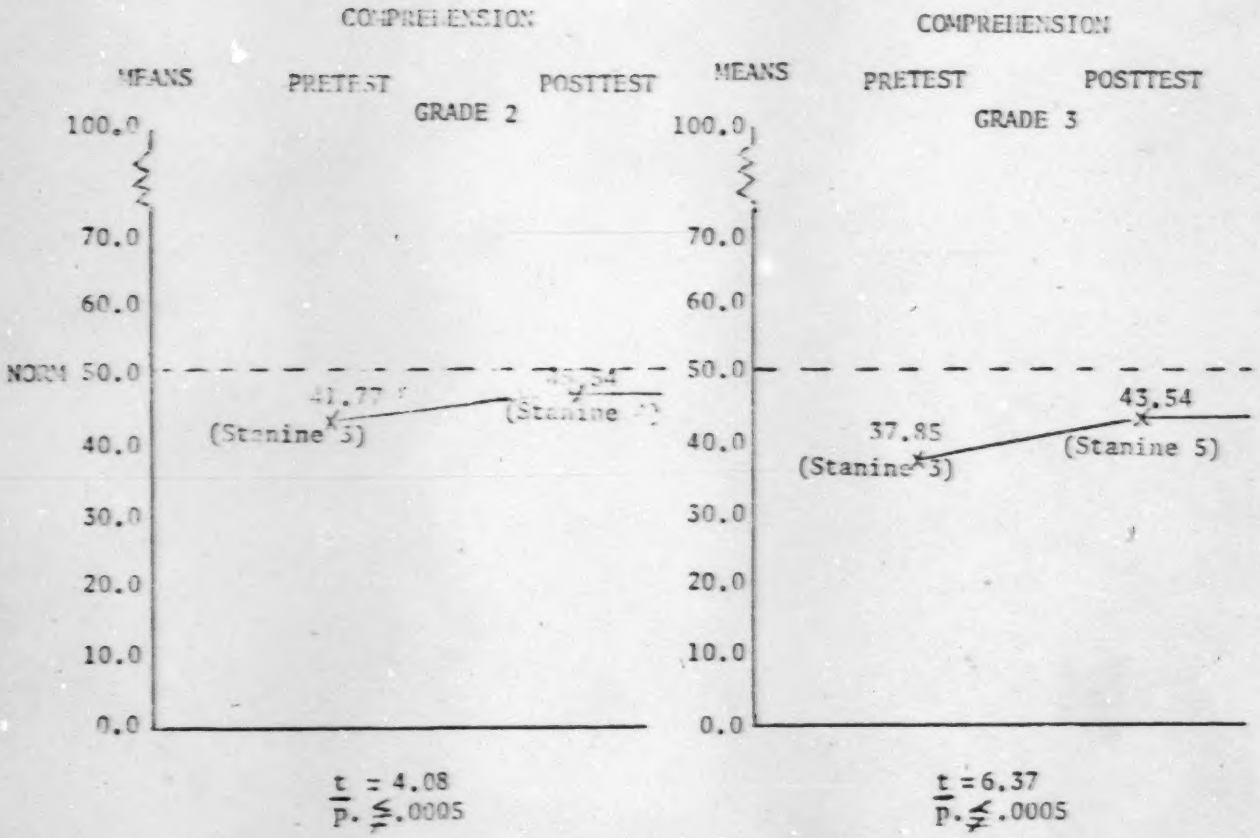


CHART III

DIFFERENCES BETWEEN MEANS OF STANDARD SCORES
GATES-MACGINITIE READING TESTS
PRIMARY B, FORMS 1 AND 2
PRIMARY C, FORMS 1 AND 2
N=60 Second Grade
N=104 Third Grade
1974-1975




It may be interpreted that observed means reflected positive changes between pre and posttest reading test performances. The growth patterns at second and third grade levels were evident for pupils in the evaluation sample whose eligibility status showed them at a disadvantage in terms of reading proficiency at entry.

Grade One

The first grade sample was composed of 59 pupils, representative of 28.6 per cent of the 206 pupils enrolled in the project during 1974-1975 scholastic aptitude scores, from the Cognitive Abilities Test, revealed a median score of 80.44. The median age was 6 years and 6 months. Project records showed that the majority of pupils in the sample entered in September and had the full nine months of service. Enrollment figures are presented in Table 8.

TABLE 8

FIRST GRADE SAMPLE ENROLLMENT
1974-1975
N=59

| Grade | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 48 | 7 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 59 |

Pupils met eligibility requirements in that they had scored in D and E categories on the Metropolitan Reading Readiness Test at the end of kindergarten.

In light of the fact that educators consider that formal reading begins in the first grade, formal measurement procedures are instituted at the end of first grade. At that point in time, the observed post status of all first grade pupils in the sample, from the Gates-MacGinitie Reading Tests, Primary A, Form 2, were beyond the expected level of the first grade child with average reading ability. Posttest results reflected scores from four to twenty-two months beyond the nine months reading level which is expected of the first grade child with average reading ability who has gained one month for one month of instruction.

Longitudinal Study

The final evaluation concern was directed toward the current reading progress of 1973-74 third graders who remained in their home schools and had been program participants. The answer sought was how many students had continued reading growth in the fourth grade based upon their performances in city-wide testing. The Comprehensive Tests of Basic Skills, Form Q, Level 1, was administered to the 59 pupils in the sample at the end of third grade in 1974. As fourth graders, these pupils were administered the Comprehensive Tests of Basic Skills, Form Q, Level 2, a more difficult form of the test. Even though these are different forms of the test series and scores cannot be compared to determine gain from one grade to the next, stanine status can be observed. It was hypothesized that some pupils would maintain stanine status in reading performance from the easier to the more difficult test and some would continue reading growth. The study was conducted to determine to what extent these conditions did occur.

The sample included 59 fourth graders who met the criteria of having been project participants and who had been given both forms of the Comprehensive Tests of Basic Skills, Form Q, Levels I and 2.

Findings showed that 33.9 per cent of this sample of pupils maintained the same stanine status on the more difficult fourth grade city-wide test as they had in the easier third grade test while 13.6 per cent increased their stanine standing.

It may be interpreted that the impact of the program was a sustaining force to the extent that slightly less than fifty per cent of this pupil sample continued to maintain or improve their reading stanine performance from third to fourth grade city-wide testing.

Observer Team

The additional dimension of evaluation was that of an observer team whose members visited the project on February 20, 21, 27 and 28. The team was composed of a university person in the field of education, a Language Arts Coordinator for a local school district and a Cleveland Public School principal. The team was provided with a package of instruments, schedules and a description of the model. Each was asked to provide a subjective assessment of the operational style of the project in terms of its impact on reading growth for pupils and to suggest directions for the project's future which could be considered.

Observers reported that they could readily identify the program's instructional plan in operation and saw a relationship between activities and the goals of the Reading Improvement program. Summaries are recorded as received.

Observer Number One

The following statements are my objective assessment of the program involved, personnel observed, and schools visited.

1. In each observation, it was evident that the major objectives outlined for the program were being met. Top priority of the teachers (reading consultants) appeared to be that they would meet the needs of the students involved.

2. Ninety per cent of the students were genuinely interested in the additional help and were eager to strenghthen their deficiencies in reading.

3. The rapport created between teachers and students was well-developed.

4. The techniques and methods used by most teachers observed were quite conducive to the teaching of reading.

5. Most teachers appeared knowledgeable in the various aspects of teaching remediation skills in reading.

6. The educational environment within the centers, in general, appeared conducive to a good learning experiences.

Observer Number Two

Each teacher I observed divided the hour into several parts: a phase-in activity, small group work, regrouping of children for instruction or a second skill, a period of individualized instruction and a phase-out period.

These varied activities, I noted, were planned by each of the teachers in a manner that took into account the attention spans of the children and their tolerance toward a reading task. I observed that each pupil was at all times engaged in pursuing the assigned task.

Teachers in all centers I visited showed a high degree of skill in leading children into an awareness of what they were going to do and why. As children worked independently, I roamed about and chatted with them. Each youngster with whom I talked individually was able to tell me just what he/she was doing and what they were trying to achieve.

The model which I saw being most effectively implemented, in my opinion, might benefit by the addition of more attention to oral language development based upon interests and needs of the youngsters.

Observer Number Three

Based upon observations, the third observer reported evidence that teachers and pupils appeared to understand their respective goals and objectives. The instructional process appeared to deal with the specific needs and reading deficiencies of the pupil. Within the centers, it was apparent

that pupils' needs, reading deficiencies and progress are evaluated constantly. The teacher-pupil ratio is such as to encourage positive rapport between teacher and pupil. The Reading Improvement program increases the awareness level pertinent to the needs of pupils. It is thus able to motivate the pupils' effort to correct reading deficiencies. The observer recommended that the program could serve as a model for classroom teachers.

Teacher Opinionnaire.- Teachers of 147 pupils randomly selected in grades one through three were asked to share their assessment of pupils' progress following pupils' participation in the Reading Improvement Program. One factor in the assessment of pupils' reading progress was shown in the percentages of pupils in the sample, their current grade levels, and expected grade levels at the beginning of the new school year. Information is contained in Table 9.

TABLE 9

PER CENT OF PUPILS IN
TEACHER OPINIONNAIRE SAMPLE
N=147

| Grade Level | Per Cent of Sample Current Grade Level | Per Cent of Sample Expected Grade Level in September |
|---|---|---|
| 1 | 6.2% | 1.4% |
| 2 | 34.0% | 8.8% |
| 3 | 57.8% | 39.5% |
| 4 | 0.0% | 47.6% |
| Special Placement | 0.0% | .07% |
| No Report | 2.0% | 2.0% |

It was evident from Table 9 , that some pupils in the sample were moving slowly through their grade levels and would need continued support from the Reading Improvement Program.

An assessment of the reading marks assigned pupils showed that most were performing satisfactorily in reading, according to their teachers.

Approximately 62.1 per cent of the evaluation sample received teacher marks of S, B or C.

TEACHER MARKS
N=147

| Mark | Per Cent of Pupils |
|---|---|
| S | 59.2% |
| B | 5.4% |
| C | 7.5% |
| U | 23.1% |
| D | 3.4% |
| F | .07% |
| No Report | .07% |

A second area of assessment concerned the degree to which pupils handled reading materials appropriate to their grade levels, based upon teacher expectations. Table 10 presents the findings:

TABLE 10

TEACHER RATINGS OF PURPOSEFUL USE
OF CLASSROOM READING MATERIALS
N=147

| | RATINGS | | | | | |
|---|---|---|---|---|---|---|
| PER CENT OF PUPILS | Always | Most of the time | Sometimes | Rarely | Not at All | Rating |
| | 6.1% | 36.7% | 33.3% | 12.9% | 7.5% | 3.4% |

Seventy per cent of the pupil sample were rated as having exhibited more purposeful use of classroom reading materials in the judgment of their classroom teachers. Ratings of from "somewhat" to "always" were observed in the analysis for 70 per cent of pupils. The summary of this information appears in the Pupil Rating Scale in Appendix II.

Observations about the samples' reading performances were also

considered vital. Teachers were asked to rank pupils' reading performances in relation to that of other pupils in their classes.

Results indicate slight variations within the over-all ratings in each category of reading skills and responsibility to the reading task. It was apparent that teachers ranked the greater percentages ofpupils in the middle one-fifth of their classes except in the area of drawing conclusions from facts. In this area, the greater percentage of pupils were in the second lowest one-fifth of their classes. The full summary may be viewed in Chart IV and in the Teachers Opinionnaire in the Appendices.

Overall improvement in reading was noted for most pupils in the analysis of teachers' ratings in the areas of pupil participation, completion of reading assignments, self-confidence, pupil independence in reading and general attitude toward school. Summary information appears in Table 11.

TABLE 11

DEGREE OF IMPROVEMENT
IN READING

| | Very Marked | Marked | Moderate | Limited | Not at All |
|---|---|---|---|---|---|
| Pupil's participation in group work | 6.8% | 18.4% | 43.5% | 25.9% | 4.8% |
| Completion of reading assignments | 6.1% | 17.0% | 38.1% | 28.6% | 9.5% |
| Pupil's confidence in own reading ability | 5.4% | 29.9% | 34.0% | 23.8% | 6.1% |
| Pupil's independence in reading study skills | 4.1% | 16.3% | 42.2% | 26.5% | 10.2% |
| Pupil's general attitude toward school | 5.4% | 23.8% | 42.9% | 19.7% | 7.5% |
| No Report | .07% | .07% | .07% | .07% | .07% |

CHART IV

From your knowledge of this pupil's work in your classroom, how would you rank this child's reading performance as described below in relation to the other children in your class. (Visualize your class as being divided into fifths.)

Number of pupils in class [ ]

| (Please check) | Rank in Class | | | | |
|---|---|---|---|---|---|
| | Top 1/5 | Second Highest 1/5 | Middle 1/5 | Second Lowest 1/5 | Lowest 1/5 |
| WORD ANALYSIS | | | | | |
| a. recognizing consonant sounds | 6.1% | 13.6% | 44.2% | 18.4% | 17.0% |
| b. recognizing vowel sounds | 4.8% | 10.9% | 41.5% | 22.4% | 19.7% |
| SIGHT WORDS | | | | | |
| c. identifying sight words for grade level | 5.4% | 29.9% | 34.0% | 23.8% | 6.1% |
| ORAL READING | | | | | |
| d. pronouncing words at grade level | 4.1% | 9.5% | 46.9% | 17.7% | 21.1% |
| e. reading orally without undue frustration | 3.4% | 10.9% | 43.5% | 23.1% | 18.4% |
| COMPREHENSION | | | | | |
| f. finding main ideas | 3.4% | 8.8% | 33.3% | 29.9% | 23.8% |
| g. following sequence | 2.7% | 8.8% | 35.4% | 25.2% | 27.9% |
| h. getting meaning of words from context | 2.7% | 10.2% | 25.2% | 27.2% | 25.9% |
| i. recognizing directly stated details | 4.1% | 8.8% | 36.7% | 27.2% | 22.4% |
| j. drawing conclusions from facts or statements | 4.1% | 8.8% | 30.6% | 31.3% | 22.5% |
| k. participating in reading group | 5.4% | 10.9% | 34.0% | 28.6% | 20.4 |
| RESPONSIBILITY | | | | | |
| l. completing written assignments | 4.1% | 12.9% | 29.3% | 20.4% | 32.7% |

considered vital. Teachers were asked to rank pupils' reading performances in relation to that of other pupils in their classes.

Results indicated slight variations within the over-all ratings in each category of reading skills and responsibility to the reading task. It was apparent that teachers ranked the greater percentages of pupils in the middle one-fifth of their classes except in the area of drawing conclusions from facts. In this area, the greater percentage of pupils were in the second lowest one-fifth of their classes. The full summary may be viewed in Chart IV and in the Teachers' Opinionnaire in the Appendices.

Overall improvement in reading was noted for most pupils in the analysis of teachers' ratings in the areas of pupil participation, completion of reading assignments, self-confidence, pupil independence in reading and general attitude toward school. Summary information appears in Table 12.

TABLE 12

DEGREE OF IMPROVEMENT
IN READING

| | Very Marked | Marked | Moderate | Limited | Not at All |
|---|---|---|---|---|---|
| Pupil's participation in group work | 6.8% | 18.4% | 43.5% | 25.9% | 4.8% |
| Completion of reading assignments | 6.1% | 17.0% | 38.1% | 28.6% | 9.5% |
| Pupil's confidence in own reading ability | 5.4% | 29.9% | 34.0% | 23.8% | 6.1% |
| Pupil's independence in reading study skills | 4.1% | 16.3% | 42.2% | 26.5% | 10.2% |
| Pupil's general attitude toward school | 5.4% | 23.8% | 42.9% | 19.7% | 7.5% |
| No Report | .07% | .07% | .07% | .07% | .07% |

Teachers' comments appeared to focus on the needs of individual pupils rather than the overall program. Comments, suggestions and recommendations included:

- needs help on all reading skills
- requires patience and encouragement to build self-confidence
- has shown great progress
- improvement unbelievable
- difficulties are lack of self-control, poor work habits and poor attendance
- needs help in comprehension
- needs help in analysis
- needs help in pronunciation
- recommended for enrichment class
- difficulty has resulted from frequent transfers, but has made progress

The comment that the program had been a great help to many children appeared as the general feeling of all teachers of program participants.

Parent Opinionnaire. - Parent opinionnaires were returned by 93 parents who had sons and daughters in the program. Represented were parents of pupils in grades one through four.

Pupils Represented

| Grades | Number of Parents |
|---|---|
| 1 | 11 |
| 2 | 38 |
| 3 | 42 |
| 4 | 2 |
| Total | 93 |

Parents rated the help their children received from "very, very much" to "very little".

PARENT RATING OF HELP TO CHILD

| Very, Very Much | Very Much | Some | Very Little | None at All |
|---|---|---|---|---|
| 31 | 46 | 13 | 3 | 0 |

It was reported by parents that their child:

- loves the program, respects the teacher - no fooling around
- likes to talk about what was done in class
- doesn't express an opinion
- likes books now and enjoys reading
- dislikes fact the project's scheduling interferes with art, or music or gym.

Eighty one parents observed their child reading more at home. Ten saw no evidence of, or interest in reading at home. No response to

this question came from two parents. In conjunction with home reading, 68 parents observed that their child brought more books home from the library while 19 did not. The majority of parents, 47, received notification by letter of their child's inclusion in the project. Twenty-seven parents were told by their child. Teachers telephoned notice to 18 pupils and one parent learned during a visit to the school. Parents characterized the best thing about the program was:

- child's attitude toward reading became very different - enjoys reading now
- more concentration when reading
- marked improvement in child's ability to utilize reading skills
- child's pride in his success
- improved comprehension
- program detected child's reading weaknessess
- greater confidence now possessed by child.

Twelve parents felt that the program had not helped them to help their child in reading at home. However, 74 parents recognized the program as having given them "great" assistance in ways to help their child at home. Examples of their expressed opinions were:

1. She welcomes the chance to read to me so I can help her.
2. My child alerted me to the fact that I should sit down and read more with her.
3. My child told me that I should accompany her to the library and help her select books.

4. Reading at home with my child has given me an opportunity to introduce her to more and other reading materials, such as, newspapers and magazines.

5. Close contact with the reading consultant enabled me to help my child improve reading skills.

Sixty parents reported that they had held conferences with the reading consultant. Inability to attend such conferences was reported by 32 parents.

Thirty-seven parents observed their child reading at school. The remainder were unable to attend the schools at the time of designated reading sessions. However, many parents availed themselves of other avenues to discuss their child's reading with principals, (3), classroom teachers (54) and assistant principals, (2).

Summary and Conclusions

Project services were rendered to 1,756 pupils during the 1974-1975 school year. The evaluation sample consisted of 223 randomly selected pupils from first, second and third grades of eleven randomly selected schools in which the Reading Improvement program operated. Analysis of data was undertaken to observe effects which resulted from the treatment plan which the project utilized.

Average scholastic aptitude scores showed that, generally, pupils were below average range in scholastic aptitude and older than their counterparts in classrooms. The reasons most frequently used for referral by classroom teachers were D and E status and below level reading performance on standardized testing.

It was determined that, after treatment, 63.1 of second grade and 68.3 per cent of third grade participants gained one month for one month of instruction under this project's rationale.

Teachers ranked the greater number of participants in the middle one-fifth of their classes in recognizing consonant sounds and vowel sounds, identifying sight words for grade level, pronouncing words at grade level, reading orally without undue frustration, and all comprehension skills except drawing conclusions from facts or statements. Teachers reported more purposeful use of classroom materials on the part of 70 per cent of pupils from "sometimes" to "always".

Parents were enthusiastic about their children's reading improvement, noting evidence of more oral reading at home, children's request that parents share reading time with them and improvement of parent tutoring skills as a direct result of contact with Reading Improvement Program consultants.

The project's parent involvement program appeared to gather momentum in 1974-1975. Group meetings with parents climbed from 124 in 1973-74 to 137 in 1974-75. Individual conferences increased from 804 to 1,013, while parent visits to classrooms, regarding reading, rose from 709 to 786.

An observer team visited a sample of Reading Improvement schools in February, 1975. After observing pupils at work in project school-based reading centers, members of the team reported having observed conclusive evidence that the in-school operations of the project were conducive to the attainment of the project's goals for pupil reading improvement.

Implications and Recommendations

The results of the evaluation study suggest that Reading Improvement Program was successful in improving the reading performances of 63.1 per cent of a random selection of 60 second grade and 68.3 per cent of 104 third grade pupils from eleven randomly selected schools in the evaluation sample. Pupils met the objective criteria in that scores from standardized reading tests administered pre and posttest showed that they gained one month in reading performance for each month of participation in the Reading Improvement program. The first grade sample was composed of 59 pupils, randomly selected from first grade classes in the eleven selected schools. Evaluation procedures reflected post status from standardized reading test scores for all first grade pupils in the evaluation sample from four to twenty-two months beyond the expected level of nine months expected at the end of first grade. Comparative analysis of first grade scores, pre and posttest was not possible, therefore the amount of gain in reading growth could not be reported.

Evaluation findings suggest:

- continuation of the Reading Improvement program in the primary grades of Cleveland schools

- comprehension skills remain an area of concern, in the opinions of classroom teachers

- efforts of the project to actively involve participants' parents continue as success indicators were more evident in the 1974-75 evaluation.

# APPENDICES

APPENDIX I

READING IMPROVEMENT PROGRAM
POST ENROLLMENT
1974-1975

| School | Grades 1 | 2 | 3 | Transfers/ Withdrawals | Total |
|---|---|---|---|---|---|
| 1. Bolton | 5 | 12 | 36 | 0 | 51 |
| 2. Boulevard | 5 | 7 | 34 | 0 | 56 |
| 3. Captain A. Roth | 8 | 10 | 29 | 5 | 50 |
| 4. Chesterfield | 2 | 10 | 22 | 6 | 40 |
| 5. Columbia | 3 | 19 | 11 | 0 | 33 |
| 6. Daniel E. Morgan | 11 | 8 | 28 | 0 | 54 |
| 7. Dunham | 5 | 12 | 24 | 1 | 42 |
| 8. East Madison | 9 | 15 | 20 | 1 | 45 |
| 9. Giddings | 8 | 22 | 16 | 0 | 46 |
| 10. Gordon | 7 | 18 | 18 | 1 | 43 |
| 11. Hazeldell | 0 | 18 | 28 | 0 | 46 |
| 12. Hough | 9 | 15 | 22 | 4 | 46 |
| 13. John Burroughs | 0 | 16 | 13 | 4 | 23 |
| 14. John D. Rockefeller | 0 | 11 | 36 | 6 | 53 |
| 15. John W. Raper | 10 | 16 | 19 | 6 | 51 |
| 16. Joseph Landis | 3 | 5 | 28 | 1 | 37 |
| 17. Longwood | 0 | 35 | 27 | 0 | 62 |
| 18. Louis Pasteur | 4 | 17 | 21 | 2 | 44 |
| 19. Margaret Ireland | 12 | 0 | 20 | 0 | 32 |
| 20. Mary B. Martin | 6 | 19 | 14 | 0 | 39 |
| 21. Miles Standish | 7 | 19 | 22 | 7 | 55 |
| 22. Mount Auburn* | 0 | 13 | 32 | 0 | 45 |

*Consultant resigned 1/75 - No replacement

APPENDIX I (Continued)

READING IMPROVEMENT PROGRAM
POST ENROLLMENT
1974-1975

| School | Grades 1 | 2 | 3 | Transfers/ Withdrawals | Total |
|---|---|---|---|---|---|
| 23. Oliver Wendell Holmes | 9 | 20 | 14 | 0 | 44 |
| 24. Parkwood | 6 | 17 | 18 | 0 | 41 |
| 25. Quincy | 0 | 21 | 23 | 3 | 47 |
| 26. Rosedale | 1 | 19 | 17 | 1 | 38 |
| 27. Scranton-Hill | 6 | 11 | 7 | 1 | 25 |
| 28. Sowinski | 9 | 19 | 29 | 4 | 61 |
| 29. Stannard | 0 | 0 | 10 | 0 | 10 |
| 30. Tremont | 0 | 19 | 29 | 3 | 51 |
| 31. Wade Park | 8 | 8 | 24 | 8 | 48 |
| 32. Washington Irving | 0 | 19 | 29 | 4 | 52 |
| 33. Woodland Hills | 0 | 32 | 56 | 0 | 88 |
| Sub-Total | 144 | 342 | 796 | 66 | 1508 |
| Non-Public | | | | | |
| 34. St. Thomas Aquinas | 9 | 7 | 6 | 2 | 24 |
| 35. St. Joseph Franciscan | 0 | 10 | 10 | 0 | 20 |
| 36. Our Lady of Mt. Carmel (East) | 5 | 6 | 1 | 1 | 13 |
| 37. St. Catherine | 3 | 3 | 0 | 0 | 6 |
| 38. Urban Community | 10 | 6 | 1 | 0 | 17 |
| Sub-Total | 27 | 32 | 18 | 3 | 80 |
| Tested Whitier | | | | | 51 |
| Tested Ineligible | | | | | 117 |
| Total | | | | | 1756 |

School _____

Pupils Rating Sheet
Reading Instruction Program - 1975
READING IMPROVEMENT PROGRAM

N=147

_____ has been receiving services of the Reading Improvement Program. We are interested in securing from you, his classroom teacher, ratings and pertinent information about this reading performance. Please complete, check and return the completed form in the enclosed envelope sealed to the consultant in your building. All envelopes are to be returned to the Division of Research and Development, attention Juanita Lyon, room 603, no later than May 30, 1975.

1. Indicate latest scholastic aptitude test result.

*MR _____ PLR Median 95.28 IQ _____

Test Kuhlmann-Anderson

2. Child's birthdate _____ Age _____
Month Day Year

3. Present grade level Gr.1(6.2%) Gr.2,(34.0%) In Sept. Gr.1(1.4%) Gr.2(8.8%) (Gr.3 39.5)
Gr.3(57.8%) No Report (2.0%) Gr.4(47.6%) Spec. Class(.07%) No

4. Child's annual attendance (add both semesters) Perfect Att. (.07%) Report(2.0%)
Excellent (19.7%) Good (20.4%) Fair (14.3%) Poor (10.9%) No Answer(34.0%)

5. Reading Mark assigned S (59.2%); U (23.1%)
B (5.4%); C (7.5%); D(3.4%); F(.07%); No Report (.07%)

*Metropolitan Reading Readiness Test - Letter Rating

APPENDIX II (Cont'd)

6. In your opinion can this child handle the usual reading material for his grade level? (Disregard numbers. Check the box only.)

| | | |
|---|---|---|
| 6.1% ☐ Always 5 | 36.7% ☐ Most of the time 4 | 5.4% ☐ Sometimes 3 |
| 7.5% ☐ Rarely 2 | .07% ☐ Not at all 1 | 3.4% No Response ☐ |

7. In general, have you noted any degree of improvement in:

| | Very Marked | Marked | Moderate | Limited | Not at all |
|---|---|---|---|---|---|
| a. Pupil participation in group work | 6.8% | 18.4% | 43.5% | 25.9% | 47.6% |
| b. Completion of reading assignments | 6.1% | 17.0% | 38.1% | 28.6% | 9.5% |
| c. Pupil confidence in his ability to read | 5.4% | 29.9% | 34.0% | 23.8% | 6.1% |
| d. Pupil independence in reading study skills | 4.1% | 16.3% | 42.2% | 26.5% | 10.2% |
| e. Pupil's general attitude toward school | 5.4% | 23.8% | 42.9% | 19.7% | 7.5% |

No Report - .07%

8. From your knowledge of this pupil's work in your classroom, how would you rank this child's reading performance as described below in relation to the other children in your class. (Visualize your class as being divided into fifths.)

Number of pupils in class [ ]

| (Please check) | Rank in Class | | | | |
|---|---|---|---|---|---|
| | Top 1/5 | Second Highest 1/5 | Middle 1/5 | Second lowest 1/5 | Lowest 1/5 |
| WORD ANALYSIS | | | | | |
| a. recognizing consonant sounds | 6.1% | 13.6% | 44.2% | 18.4% | 17.0% |
| b. recognizing vowel sounds | 4.8% | 10.9% | 41.5% | 22.4% | 19.7% |
| SIGHT WORDS | | | | | |
| c. identifying sight words for grade level | 5.4% | 29.9% | 34.0% | 23.8% | 6.1% |
| ORAL READING | | | | | |
| d. pronouncing words at grade level | 4.1% | 9.5% | 46.9% | 17.7% | 21.1% |
| e. reading orally without undue frustration | 3.4% | 10.9% | 43.5% | 23.1% | 18.4% |
| COMPREHENSION | | | | | |
| f. finding main ideas | 3.4% | 8.8% | 33.3% | 29.9% | 23.8% |
| g. following sequence | 2.7% | 8.8% | 35.4% | 25.2% | 27.9% |
| h. getting meaning of words from context | 2.7% | 10.2% | 25.2% | 27.2% | 35.9% |
| i. recognizing directly stated details | 4.1% | 8.8% | 36.7% | 27.2% | 22.4% |
| j. drawing conclusions from facts or statements | 4.1% | 8.8% | 30.6% | 31.3% | 25.5% |
| k. participating in reading group | 5.4% | 10.9% | 34.0% | 28.6% | 21.4 |
| DEPENDABILITY | | | | | |
| l. completing written assignments | 4.1% | 12.9% | 29.3% | 20.4% | 32.7% |

APPENDIX II (Cont'd)

Please include your comments, suggestions and recommendations on this page.

1. Child has shown great progress.
2. Child needs help on all reading skills.
3. Improvement unbelievable.
4. Child needs help in pronunciation.
5. Child needs tutoring to reinforce skills taught.
6. Child's difficulties are lack of self-control, poor work habits, and poor attendance.
7. Child's difficulty has been frequent transfers from one school to the other, and frequent absences. However, he has made progress.
8. Program, a great help to many children.

Division of Research & Development
4/12/75

CLEVELAND PUBLIC SCHOOLS

Reading Improvement Program

Dear Parent:

We are contacting parents who have youngsters who have been participating in the Reading Improvement Program here at Various School.

Would you please help us by telling us what you think about this program?

1. Do you have a son or daughter in this program? 48 Son 45 Daughter

2. In what grade is your youngster? Gr.1 (11), Gr.2(38), Gr.3 (42), Gr.4 (2).

3. Has the program helped your child?

   0 Not at All 3 Very Little 13 Some 46 Very Much 31 Very, very much

4. What does your child say about the program? Likes it very much; doesn't express an opinion; proud of success, talks about accomplishments; likes books now.

5. Have you noticed that your child reads more at home? 81 Yes 10 No 2 No response

6. Have you noticed that your child takes more books from the library?

   68 Yes 19 No 6 No response

7. How did you find out your child was in this program?

   47 Letter 27 Child Said 18 Teacher Called 1 Other

8. What's the best thing about the program? Better attitude toward reading; working in small groups; improvement in reading skills; knows about his reading problem.

9. Has the program helped you to help your child in reading? 74 Yes 12 No 1 No response

   If yes, how? Child welcomes chance to read so I can help her; insists I listen to her reading. Says it interferes with music, gym and art.

10. Did you talk with the reading consultant about your child's reading?

    60 Yes 32 No 1 No response

11. Did you observe your child reading at your school?

    Yes 37 How many times? 50 No 6 No response

APPENDIX III (Cont'd)

READING IMPROVEMENT PROGRAM

MODEL

The Reading Improvement program has provided corrective instruction to children in the primary grades who experience difficulties in reading. The program utilizes flexible grouping, individual, and small group instruction with pupils who have been identified by classroom teachers and principals as meeting the program's criteria for selection under Title I guidelines. Recommended pupils must have reflected "D" or E status" on the Metropolitan Reading Readiness Test, and/or have performed at least five months below grade placement on a standardized reading test.

Consultant teachers employ an eclectic instructional approach utilizing a variety of methods and materials related to the reading difficulties displayed by the child.

This project focuses the services of reading consultants in three major areas---

(1) individualized and small group services to certain educationally deprived children who have been identified according to program criteria;

(2) supportive work with parents in their efforts to help children achieve reading mastery;

(3) coordination of effort with the classroom teacher for the children in the consultant group.

READING INSTRUCTION PROGRAM
DIAGNOSTIC READING CLINIC
READING IMPROVEMENT PROGRAM
OBSERVATION INSTRUMENT

Date of observation_____ Time: Began_____ Ended_____

School_____ No. of children present_____

Name of Consultant_____ Name of Aide_____ (if included)

Groups: Number of pupils in groups - Large ☐ Small ☐ Individual ☐

Instructions: Please familiarize yourself with the details of the instrument.

We are interested in determining the strengths of this program in terms of how well the model is meeting the reading needs of children whom it serves. Your observations, as a neutral person, will assist us in assessing the status of the program at this time, its strengths and weaknesses, and hopefully, indicate some future directions which the project might consider.

Check One

1. Was a teacher aide present? Yes No

2. The role of the teacher aide was, for the most part:

| | | |
|---|---|---|
| a. | clerical assistance | a. Yes ☐ No ☐ |
| b. | organizing for small group activities | b. Yes ☐ No ☐ |
| c. | teaching the small group | c. Yes ☐ No ☐ |
| d. | affecting drill | d. Yes ☐ No ☐ |
| e. | tutoring on a one-to-one basis | e. Yes ☐ No ☐ |
| f. | supervising an assigned independent reading activity | f. Yes ☐ No ☐ |
| g. | supervising a free reading activity | g. Yes ☐ No ☐ |

SECTION I - THE PUPILS

1. What percentage of pupils reflected evidence of the following:

a. short attention span

| All | Approximately 75% | Approximately 50% | Approximately 25% | None |
|---|---|---|---|---|
| ☐ 5 | ☐ 4 | ☐ 3 | ☐ 2 | ☐ 1 |

b. wide-ranged reading skill deficiencies

| All | Approximately 75% | Approximately 50% | Approximately 25% | None |
|---|---|---|---|---|
| ☐ 5 | ☐ 4 | ☐ 3 | ☐ 2 | ☐ 1 |

c. tension when approaching the reading task

| All | Approximately 75% | Approximately 50% | Approximately 25% | None |
|---|---|---|---|---|
| ☐ 5 | ☐ 4 | ☐ 3 | ☐ 2 | ☐ 1 |

d. limited self-motivation

| All | Approximately 75% | Approximately 50% | Approximately 25% | None |
|---|---|---|---|---|
| ☐ 5 | ☐ 4 | ☐ 3 | ☐ 2 | ☐ 1 |

e. low tolerance toward reading and reading related assignments

| All | Approximately 75% | Approximately 50% | Approximately 25% | None |
|---|---|---|---|---|
| ☐ 5 | ☐ 4 | ☐ 3 | ☐ 2 | ☐ 1 |

f. recognition of individual need for reading help.

| All | Approximately 75% | Approximately 50% | Approximately 25% | None |
|---|---|---|---|---|
| ☐ 5 | ☐ 4 | ☐ 3 | ☐ 2 | ☐ 1 |

SECTION II - EDUCATIONAL CLIMATE

2. To what extent was the educational climate conducive to the fostering of:

a. interaction between pupil/s and the teacher

| Very Conducive | Conducive | Somewhat Conducive | Less than Conducive | Not Conducive | Not Applicable |
|---|---|---|---|---|---|
| ☐ 5 | ☐ 4 | ☐ 3 | ☐ 2 | ☐ 1 | ☐ 0 |

b. pupil awareness of desired outcomes

| Very Conducive | Conducive | Somewhat Conducive | Less than Conducive | Not Conducive | Not Applicable |
|---|---|---|---|---|---|
| ☐ 5 | ☐ 4 | ☐ 3 | ☐ 2 | ☐ 1 | ☐ 0 |

c. pupil participation

| Very Conducive | Conducive | Somewhat Conducive | Less than Conducive | Not Conducive | Not Applicable |
|---|---|---|---|---|---|
| ☐ 5 | ☐ 4 | ☐ 3 | ☐ 2 | ☐ 1 | ☐ 0 |

d. pupil satisfaction with own progress.

| Very Conducive | Conducive | Somewhat Conducive | Less than Conducive | Not Conducive | Not Applicable |
|---|---|---|---|---|---|
| ☐ 5 | ☐ 4 | ☐ 3 | ☐ 2 | ☐ 1 | ☐ 0 |

SECTION III - INSTRUCTIONAL PROCESS

Did the instructional process:

a. provide an effective and interesting technique which offered opportunities for each child to function in a variety of groups

Yes ☐ No ☐ Not Applicable ☐

b. offer opportunities for attention to individual reading need in the specific instructional area of presentation

Yes ☐ No ☐ Not Applicable ☐

c. extend opportunities for capitalization on pupil/s strengths

Yes ☐ No ☐ Not Applicable ☐

d. encourage the pupil's feelings of security

Yes ☐ No ☐ Not Applicable ☐

e. foster the child's ability to work independently

Yes ☐ No ☐ Not Applicable ☐

f. allow opportunities for pupil to experience success.

Yes ☐ No ☐ Not Applicable ☐

To what extent were individualized programming and provisions for individual differences evident?

| Very Evident | Evident | Somewhat Evident | Slightly Evident | Not Evident |
|---|---|---|---|---|
| ☐ 5 | ☐ 4 | ☐ 3 | ☐ 2 | ☐ 1 |

SECTION IV - PUPIL RESPONSE TO CONTENT OF INSTRUCTION

To what degree were the aspects/elements described below present in the lesson observed?

What degree of pupil participation was present?

| Content Category | Description | Present Yes | Present No | Pupil Participation |
|---|---|---|---|---|
| Language Structure | Structure of words, phrases or sentences | ☐ | ☐ | a. Very Marked Participation |
| | | ☐ | ☐ | b. Marked Participation |
| | | ☐ | ☐ | c. Some Participation |
| | | ☐ | ☐ | d. Limited Participation |
| | | ☐ | ☐ | e. No Participation |
| | | ☐ | ☐ | f. Not applicable |
| Pronunciation and Word Recognition | Pronunciation of letters, words sentences, and phonics rules to facilitate pronunciation | ☐ | ☐ | a. Very Marked Participation |
| | | ☐ | ☐ | b. Marked Participation |
| | | ☐ | ☐ | c. Some Participation |
| | | ☐ | ☐ | d. Limited Participation |
| | | ☐ | ☐ | e. No Participation |
| | | ☐ | ☐ | f. Not applicable |

| | | Yes | No | |
|---|---|---|---|---|
| Structural Analysis | Application of decoding skills to unlock new words | ☐ | ☐ | a. Very Marked Participation |
| | | ☐ | ☐ | b. Marked Participation |
| | | ☐ | ☐ | c. Some Participation |
| | | ☐ | ☐ | d. Limited Participation |
| | | ☐ | ☐ | e. No Participation |
| | | ☐ | ☐ | f. Not applicable |
| Listening Activities | Refers to material read to students | ☐ | ☐ | a. Very Marked Participation |
| | | ☐ | ☐ | b. Marked Participation |
| | | ☐ | ☐ | c. Some Participation |
| | | ☐ | ☐ | d. Limited Participation |
| | | ☐ | ☐ | e. No Participation |
| | | ☐ | ☐ | f. Not applicable |
| Machine | Refers to machine-presented reading stimuli | ☐ | ☐ | a. Very Marked Participation |
| | | ☐ | ☐ | b. Marked Participation |
| | | ☐ | ☐ | c. Some Participation |
| | | ☐ | ☐ | d. Limited Participation |
| | | ☐ | ☐ | e. No Participation |
| | | ☐ | ☐ | f. Not applicable |

| | | Yes | No | |
|---|---|---|---|---|
| Writing | Words, phrases, sentences pupil created stories, reproduction | ☐ | ☐ | a. Very Marked Participation |
| | | ☐ | ☐ | b. Marked Participation |
| | | ☐ | ☐ | c. Some Participation |
| | | ☐ | ☐ | d. Limited Participation |
| | | ☐ | ☐ | e. No Participation |
| | | ☐ | ☐ | f. Not applicable |
| Spelling | Letters, words, phrases, sentences | ☐ | ☐ | a. Very Marked Participation |
| | | ☐ | ☐ | b. Marked Participation |
| | | ☐ | ☐ | c. Some Participation |
| | | ☐ | ☐ | d. Limited Participation |
| | | ☐ | ☐ | e. No Participation |
| | | ☐ | ☐ | f. Not applicable |
| Comprehension | Understanding of what is read | ☐ | ☐ | a. Very Marked Participation |
| | | ☐ | ☐ | b. Marked Participation |
| | | ☐ | ☐ | c. Some Participation |
| | | ☐ | ☐ | d. Limited Participation |
| | | ☐ | ☐ | e. No Participation |
| | | ☐ | ☐ | f. Not applicable |

APPENDIX IV (Cont'd)

SUMMARY

What do you consider the strengths of the instructional procedures you have observed?

How is this program addressing the reading needs of the pupils?

What directions would you suggest for future consideration by this project?

Additional Comments:

Observer _____

Program _____

Date _____



Division of Research and Development
2/4/75